DOCUMENT RESUME

ED 095 784 HE 005 858

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TITLE	The Correlates of Undergraduate Student Attrition at the University of Miami. Institutional Research Report No. 226 XX.
INSTITUTION	Miami Univ., Coral Gables, Fla.
REPORT NO	IRR-226-XX
PUB DATE	13 May 74
NOTE	21p.; Some parts of questionnaire may not reproduce clearly
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Career Choice; *Dropout Attitudes; *Dropout Identification; Dropout Research; *Higher Education; Statistical Data; Student Alienation; *Student Attitudes; Surveys
IDENTIFIERS	*University of Miami

ABSTRACT

The basic objective of this exploratory study was to attempt to locate specific areas of university life that might be related to undergraduate student attrition. During the 1972-73 academic year at the University of Miami, student satisfaction and dissatisfaction in 34 areas of University of Miami student life were examined (via four field surveys) for possible relationships with student attrition. The survey instrument was a questionnaire. Dissatisfaction in seventeen of these areas was found to be correlated with student plans to return (or not to return) to the University of Miami in the fall of 1973, while dissatisfaction in the other seventeen areas was not correlated with such plans. The variable that was most highly correlated with attrition was the students' perception of their progress toward their academic and career goals. The greater the dissatisfaction with the progress toward these goals, the greater the attrition. The results are shown in two tables. In table I the areas of student life in which dissatisfaction was correlated with attrition are shown. In table II the areas in which dissatisfaction was not correlated with attrition are shown. (Author/PG)

ED 095784

Institutional Research Report # 226 XX May 13, 1974

ABSTRACT
of

The Correlates of Undergraduate Student Attrition at the University of Miami

During the 1972-73 academic year at U.M., student satisfaction and dissatisfaction in 34 areas of U.M. student life were examined (via four field surveys) for possible relations with student attrition. Dissatisfaction in seventeen of these areas was found to be correlated with student plans to return (or not to return) to U.M. in the Fall of 1973 (see Table I page II) while dissatisfaction in the other seventeen areas was not correlated with such plans (see Table II page 14).

The variable which was most highly correlated with attrition was the students' perception of their progress toward their academic and career goals. The greater the dissatisfaction with progress toward these goals, the greater the attrition.

by

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The Correlates of Undergraduate Student Attrition
at the University of Miami

The basic objective of this exploratory study was to attempt to locate specific areas of university life which might be related to undergraduate student attrition. University officials were anxious to initiate programs designed to reduce attrition, but with the ubiquitous problem of limited funds it was necessary to have some idea of which specific areas of student life should be addressed by such programs. For example, was the problem located primarily in the academic environment or was it more closely related to students' interrelations with other students and to student life outside of the academic area? Furthermore, could attrition be related to specific areas of dissatisfaction (academic and/or non-academic) such as possible dissatisfaction with, for example, off-campus or on-campus recreational facilities? Since the correlates in question would quite probably be unique to the University of Miami, other studies in the area of student attrition were not directly applicable either in content or method. Even, the previous studies done at U.M. which involved mailed questionnaires to non-returning, non-graduating students were of little assistance because it had not been possible to locate specific areas of university life which were related to attrition on the basis of these studies, since only non-returning students could be included in such studies. It was therefore not possible to determine if returning and non-returning students differed in their attitudes toward the various areas of university life and without such a determination it would not be possible to determine if correlations existed between attrition and dissatisfaction with specific areas. It would be possible to assess attitudes of students enrolled at one point in time and then separate

them into returning and non-returning groups later. However, this would involve asking them to identify themselves and we are reluctant to ask for identification in such surveys because it could influence their stated attitudes, cause more students to refuse to participate (thus introducing a sample bias) and possibly raise ethical questions concerning information which should be maintained in data bases.

For the above reasons it was decided to devise a questionnaire which would contain items relating to satisfaction-- dissatisfaction toward various areas of student life and which would also contain a question concerning the students' plans to return or not to return to the university at a specified future session. Thus attrition was defined as the students' plans to leave in a future semester rather than the actual fact of leaving in a past semester. We would thus be able to assess any given area of student life to determine if dissatisfaction with the area were correlated with attrition.

Method

Since the student enrollment is too large to attempt to survey the entire population it was necessary to survey a sample and a sample size of 1000 was selected so as to allow sub-groups of sufficient size to be selected for comparisons. Ideally one would select 1000 names and addresses randomly and use every means necessary (mail, phone, personal visit) to contact the ones selected. Such a method is extremely costly if a high percent of the sample is to be contacted and persuaded to complete a long questionnaire and if the only contact efforts made are to send out one or two mailed questionnaires the return rate is usually not high enough to avoid a biased sample. We therefore decided to do a field

survey at several campus locations which in past surveys had produced samples which were adequately representative of the student body in regard to academic level, sex, student major etc. Another problem in such surveys is that students do not have time and/or will not take time to complete a long questionnaire. It was therefore necessary to use four different questionnaires and to administer them at three different times (two were administered in one survey - each student completing only one of the two). The four questionnaires are shown on pages 13-16 . Questionnaires I and II are related to the academic areas and III and IV are related to the non-academic areas. Each questionnaire can be seen to be divided into an upper and a lower section. The upper section contains classification information by which the students can be divided into sub-groups (by academic level, for example) and the lower section contains the items relating to opinions toward various aspects of university life.* The questions concerning plans to return or not return are in the upper section. In questionnaire II the attrition question concerned plans to obtain a degree at U.M., while in the other three, this question concerned plans to return for the following fall semester. This difference was caused by the fact that other areas of information were being sought and by the fact that the questionnaires were derived over a period of approximately six months.** Questionnaires I and II were administered in November 1972, and the other two were administered in April 1973.

* The questionnaire design and related computer programs were developed by Dr. Carroll Truss and his students from the University of Miami Psychology Department.

** All questionnaires were designed and approved by a committee with representatives from the Division of Academic Affairs, Division of Student Affairs and from Institutional Research.

Results

The results are shown in two tables. In Table I the areas of student life in which dissatisfaction was correlated (at $p < .05$) with attrition are shown. In Table II the areas in which dissatisfaction was not correlated with attrition are shown. The areas are identified by the same wording used in the attitude items on the questionnaires and are listed in rank order according to the magnitude of the contingency coeffecient high to low (Table I) and according to the probability level for a chance difference low to high (Table II). Where attrition was determined by plans not to return in a specified future semester,only freshmen, sophomores and juniors were included in the sample shown in Tables I and II (since most seniors leave via graduation) and this is indicated in the column entitled "sample description". In Questionnaire II, attrition was determined by plans to obtain a degree at U.M. and consequently the entire survey sample (including seniors) could be included.

For all areas (items) a 2 x 2 Chi Square test of significance was calculated and if it was significant at $p \geq .05$, a non-chance relationship was assumed and the contingency coeffecient was calculated to assess the degree or strength of the relationship. The items with non-chance relationships were placed in Table I. If the Chi Square test showed a p value of less than .05, a chance relationship was assumed, no contingency coeffecient was calculated and the item was placed in Table II. For the items placed in Chi Square tables the attitudes or plans to return were assessed on a five point scale. The neutral or "cannot say" choices were omitted from the Chi Square calculation. Each Chi Square was a 2 way cross classification of plans to return or not return and satisfaction

or dissatisfaction with an area. A student was classified as returning if "almost surely will" or "probably will" was chosen; as not returning if "probably will not" or "almost surely will not" was chosen; as satisfied if "highly satisfactory" or "reasonably satisfactory" was chosen; and as dissatisfied if "somewhat unsatisfactory" or "very unsatisfactory" was chosen. The words "adequate" or "inadequate" were used in Questionnaire IV rather than "satisfactory" or "unsatisfactory."

In Table I the columns contain the following data. In column 1, the percent dissatisfaction for returning students and non-returning students is given. In column 2 the percent dissatisfaction for non-returning students is shown and in column 3 the percent dissatisfaction for returning students is given. The amount by which the dissatisfaction of the non-returning students exceeds the dissatisfaction of the returning students is shown in column 4. In column 5 the probability of the relationship being a chance relationship is shown, as given by the Chi Square test of significance. The contingency coeffecient is given in column 6. The contingency coeffecient is a non-parametric coeffecient of correlation which is useful in that it allows comparisons of the relative degree of correlation among categorized frequency data where the number of categories is the same for all comparisons; as stated earlier, a 2 x 2 table was used for all comparisons in the present study. The sample size and sample description are given in columns 7 and 8.

In Table II the areas of student life in which dissatisfaction was not related to attrition are given. Only three columns of data are given here: the percent dissatisfaction for the entire group (both returning and non-returning); the probability of a chance relationship as given by the Chi Square test; and the sample description. The items are listed from low to high in order of the size of the probability of a chance difference. Items in a group of items having the same probability value are listed in the same order as they appeared in the original questionnaire.

Thirty three areas of student life were assessed to ascertain if a correlation existed between student dissatisfaction with the area and student attrition. A correlation (at $p \leq .05$) was found for 14 of these areas and no correlation (at $p \geq .05$) was found for the other 19 areas.

For the areas where no correlation was found (Table II) it can be assumed that dissatisfaction with the area is not a cause of attrition since the returning students show the same level of dissatisfaction as the non-returning students. For the areas where a correlation does exist, it can be assumed that dissatisfaction with the area is a correlate of retention but not necessarily a cause; however, correlates are prime candidates for being causes.

Discussion

It can be seen in Table I that the area of dissatisfaction most highly correlated with attrition was dissatisfaction with progress toward academic and career goals. If career planning and career goals are assumed to be primarily related to the academic area then 9 of the 14

correlated areas are academic (1, 2, 3, 4, 6, 10, 11, 12, 13); two are social (9, 14) and one is financial (5)*. There were four academic areas where dissatisfaction was not correlated with attrition; these were library services and academic advising (items 1, 6, 16, 18 Table II).

In none of the student service areas (see Table II) was dissatisfaction correlated with attrition; the student service items Table II include the Health Center (2), the Guidance Center (3), registration (4), recreation (11 and 15), student organizations (12), cafeteria services (13), security services (17), commuter student services (19), and information about student services (5).

There were four items concerning residence hall life. Of these, there was only one area in which dissatisfaction was related to attrition; this area was the social environment in the residence halls (Table I, Item 9). The residence hall areas which were not related to attrition were the suitability of residence halls for study (Table II, Item 8); student relations with residence hall staff (Table II, Item 9) and compatability with roomates (Table II, Item 14).

* There is some difficulty in interpreting two of the correlated areas (7 & 8), probably due to ambiguity in the phrasing of the questionnaire items. Item 7 in Table I concerns the adequacy of "U.M. Inter-Collegiate Athletics; there is a question as to whether the questionnaire respondents were judging whether or not U.M. should participate in inter-collegiate athletics or whether they were judgirg the particular level of performance in inter-collegiate athletics; ir either event the non-returning students were more dissatisfied than returning students. In Item 8 of Table I there is the possibility that students gave their opinion of "U.M. Student Communication" rather than "U.M. Student Communication Media". In the former event the item could be classified with items 9 and 14 as relating to dissatisfaction with social inter-actions with other students; in the latter event it would have to be assumed that dissatisfaction with the student newspaper was correlated with attrition.

Although a number of areas involved the faculty either directly or indirectly there were three items in which the word "faculty" was used; in all of these, dissatisfaction was related to attrition. The items which included direct mention of faculty were quality of instruction (Table I, Item 3), availability of faculty for consultation (Table I, Item 4), and faculty involvement outside the classroom (Table I, Item 11).

In the seven areas of assistance in student planning which were included, it is somewhat paradoxical that dissatisfaction with "academic advising" (Table II, Item 16) was not related to attrition, for five of the planning items, which are to a great extent specific components of academic advising, dissatisfaction was related to attrition. The correlated planning areas were planning for college expenses, career planning, selecting a major, and selecting courses outside the major (respectively in Table I, Items 5, 6, 12, 13).

In the area of student social life there were two items in which dissatisfaction was related to attrition. One was the"friendliness of U.M. students toward other U.M. students" (Table I, Item 14) and the other was "the social environment in residence halls" (Table I Item 9). Lack of compatability with roomates, was not correlated with attrition.

In the area of student finances another paradox appears. Dissatisfaction with "assistance in planning for college expenses" (Table I, Item 5) was correlated with attrition, while concern about continued ability to meet college expenses (Table II, Item 10)was not correlated

with attrition. It would appear that students who return have as much concern about finances as those who leave and that those who are leaving possibly because of inadequate financing feel either correctly or incorrectly that inadequate assistance in financial planning might be the reason for their financial problems. It is, of course, possible that they have an unrealistic perception of what is included in financial planning, especially if some of them assumed that financial planning necessarily included the offer of some type of assistance.

It is of interest to note that for areas in which there is a high percentage of dissatisfaction for both returning and non-returning students (combined), that the high percentage of dissatisfaction is not necessarily correlated with attrition. On the other hand, in areas with relatively low dissatisfaction, the dissatisfaction may be correlated with attrition. For example, 81% of the students surveyed were dissatisfied with the sensitivity of the administration to student needs (Table II, Item 7), yet dissatisfaction in this area was not correlated with attrition. Conversely only 24% of the students surveyed were dissatisfied with their progress toward their academic goals, (Table I Item 1) yet this dissatisfaction had the highest correlation of all areas with attrition. The foregoing makes it clear than one cannot assume that areas of high dissatisfaction necessarily involve correlates of attrition or that areas of low satisfaction necessarily do not involve

correlates of attrition. A correlation must exist between dissatisfaction and attrition before the dissatisfaction can be assumed to be a correlate of attrition, regardless of the degree of dissatisfaction. However, it would be unwise to assume that areas of student life in which a high percentage of dissatisfaction is not correlated with attrition, should not receive corrective attention. It is also possible that benefits might not exceed costs, if resources are invested in an area of relatively low dissatisfaction which is correlated with attrition.

An additional analysis which would be of interest but which has not so far been made from the data in this particular study would be to select multiple areas, perhaps on the basis of factor analysis, and determine the correlation between dissatisfaction and attrition for the combined areas, since it is possible that two or more areas which individually do not correlate with attrition might show a correlation if combined. Also it is quite probably that analysis of various student sub-groups such as groupings by sex, academic level, school, grades etc. would yield different patterns of correlations and stronger relationships.

In summary, it seems possible, even without the benefit of factor analysis, to isolate various groups of areas which are related to each other and to attrition. First of all the results of the present study, point in general to student progress in the academic area as the area most relevant to attrition at U.M. Within the academic area the items concerning to faculty and student advisement (or planning assistance) emerged as related to attrition. The areas in student services, at

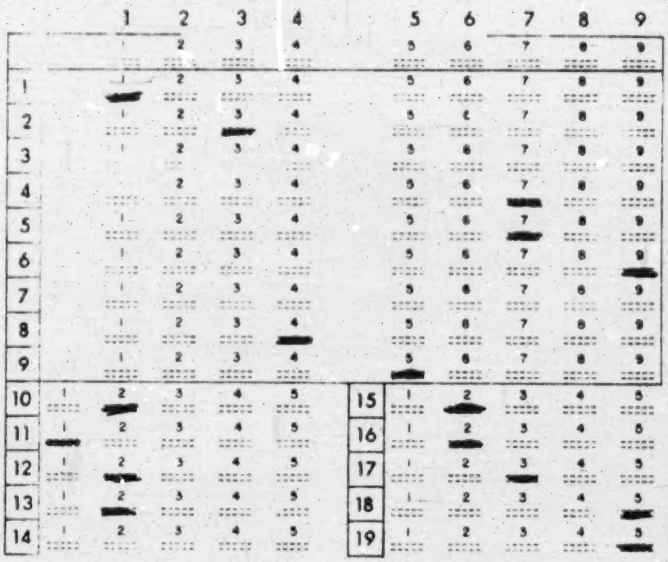
least individually, are not related to attrition, in spite of relatively high dissatisfaction in some of these areas. The area of student social interaction with other students, which spans the academic and non-academic areas, is also an area in which dissatisfaction is related to attrition. The relation of student finances to attrition did not emerge with clarity in spite of the fact that finances would seem to be a "given" in regard to attending institutions of higher education; however, financial considerations are probably more highly related to matriculation decisions than to attrition decisions. With the exception of the social environment, residence hall life was not related to attrition.

Although the present study is primarily useful in presenting a methodology for locating the correlates of attrition, the basic objective of locating the general areas of attrition problems at U.M. was accomplished. It is quite probable that these areas are different for different universities and could change over time for the same university.

UNIVERSITY OF MIAMI – FALL, 1972 (QUESTIONNAIRE 1)

THIS ANONYMOUS QUESTIONNAIRE CONCERNS YOUR ATTITUDES TOWARD VARIOUS ASPECTS OF U. M. LIFE

ANSWER BELOW BY BLACKING IN BETWEEN DOTTED LINES



1. **Academic Status and Sex:** 1–Full time and Male 2–Part time and Male 3–Full time and Female 4–Part time and Female

2. **High School:** 1–Dade County 2–Other Florida County 3–New York 4–New Jersey 5–Pennsylvania 6–New England 7–Wisconsin, Michigan, Ohio, Indiana, Illinois 8–Other State 9–Not in U.S.A.

3. **Original U. M. Entry Status:** 1–New Freshman 2–Transfer Student

4. **U. M. Academic Level:** 1–Freshman 2–Sophomore 3–Junior 4–Senior (graduating in 1973) 5–Senior (not graduating in 1973) 6–Graduate student 7–Law student 8–Non-degree student

5. **U. M. School:** 1–General Study or Undecided 2–Arts & Sciences 3–Business 4–Education 5–Engineering 6–Music 7–Law 8–Continuing Education or Evening Division 9–Other Classification

6. **Local Residence:** (1) Live off-campus (and a resident of Dade County before attending U. M.) (2) Live off-campus (and not a resident of Dade County before attending U. M. (3) Mahoney Hall (4) Pearson Hall (5) Eaton Hall (6) 1968 Dorm (7) 760 Dorm (8) Married student apartments (9) Unmarried student apartments

7. **How did you (to your best recollection) first become firmly aware of the University of Miami?** 1–During a visit to this area 2–Through newspaper stories (including sports) 3–Advertisements by U. M. 4–High school personnel 5–Other adults in your community 6–U. M. students (present or former) 7–Friends who were considering U. M. 8–U. M. recruiting teams 9–Books summarizing characteristics of colleges and universities.

8. **How long did you plan to attend U. M. when you first enrolled here?** 1–One semester 2–One year 3–Two years 4–Three years 5–Four years 6–More than four years

9. **What is your highest educational objective?** 1–Bachelor's at U. M. 2–Bachelor's elsewhere 3–Graduate school at U. M. 4–Graduate school elsewhere 5–Law school at U. M. 6–Law school elsewhere 7–Medical school at U. M. 8–Medical school elsewhere 9–Do not plan to get a college (4 year) degree

10. **Have you selected a career objective?** 1–Yes, very definitely 2–Yes, fairly definitely 3–Yes, tentatively 4–No, but expect to decide soon 5–No, and I have no idea what my career choice will be

11. **How much concern, if any, do you have about your continued ability to finance tuition and living expenses?** 1–A great deal of concern 2–Some concern 3–No concern

12. **Do you plan to continue at U. M. for the Spring Semester 1973?** 1–Almost surely will 2–Probably will 3–Undecided 4–Probably will not 5–Almost surely will not

13. **Do you plan to continue at U. M. for the next Fall Semester 1973?** 1–Almost surely will 2–Probably will 3–Undecided 4–Probably will not 5–Almost surely will not

14. **If you do NOT plan to continue at U. M. in one or either of the above semesters, do you plan to return to U. M. for some other future semester?** 1–Almost surely will 2–Probably will 3–Undecided 4–Probably will not 5–Almost surely will not (DO NOT ANSWER IF YOU PLAN TO ATTEND U. M. IN SPRING OR FALL OF 1973)

FILL IN BETWEEN THE DOTTED LINES IN THE ANSWER SECTION (ABOVE RIGHT) THE NUMBER WHICH APPLIES:

1	2	3	4	5
Highly Satisfactory	Reasonably Satisfactory	Cannot Say	Somewhat Unsatisfactory	Very Unsatisfactory

15. **I would rate the quality of instruction by the University of Miami faculty with whom I am taking or have taken courses as:**

16. **I would rate my courses (collectively) at the University of Miami as:**

17. **I would rate the academic advising I have received at the University of Miami as:**

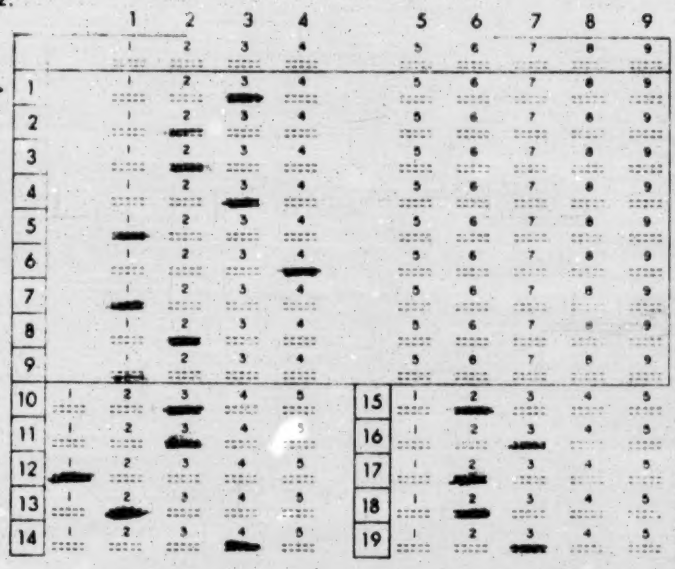
18. **I would rate my residence facilities (whether living on or off campus) as:**

19. **I would rate my social and recreational experiences while at the University of Miami as:**

ASSISTANCE IN VARIOUS AREAS OF STUDENT PLANNING AT THE UNIVERSITY OF MIAMI DURING THE FALL OF 1972.

PLEASE ANSWER IN SQUARE AT RIGHT.

ANSWER BELOW BY BLACKING IN BETWEEN DOTTED LINES



1. **U. M. Academic Level:** 1 Freshman 2–Sophomore 3–Junior 4–Senior (graduating in 1973) 5–Senior (not graduating in 1973) 6–Graduate Student 7–Law Student 8–Non-Degree Student

2. **U. M. School:** 1–General Study or Undecided 2–Arts & Sciences 3–Business 4–Education 5–Engineering 6–Music 7–Law 8–Continuing Education or Evening Division 9–Other Classification

3. **I feel that, for me, assistance in career planning is or was:** 1–Essential 2–Very Important 3–Somewhat Important 4–Not Important

4. **I feel that, for me, assistance in selecting and changing majors is or was:** 1–Essential 2–Very Important 3–Somewhat Important 4–Not Important

5. **I feel that, for me, assistance in selecting courses is:** 1–Essential 2–Very Important 3–Somewhat Important 4–Not Important

6. **I feel that, for me, assistance in planning to meet college expenses is:** 1–Essential 2–Very Important 3–Somewhat Important 4–Not Important

7. **In general, do you feel free to contact University of Miami faculty members for consultation?** 1–Yes 2–Not Certain 3–No 4–Have not tried to contact a faculty member

8. **About how much time have you spent in conference with a University of Miami representative this semester in some area of planning to meet your needs?** (1)No time (2)Less than one hour (3)2-3 hours (4)3-4hours (5)4-5 hours (6)More than 5 hours

9. **What are your present plans in regard to a degree?** (please answer even if you already have a degree) 1–Plan to obtain a degree at University of Miami 2–Plan to obtain a degree at some other college or university 3–Do not presently plan to obtain a degree anywhere (either your first one or an additional one)

Fill in between the dotted lines in the answer section (above right) the number which best applies to your rating of the following types of planning assistance and related events at the University of Miami. **Please omit items which involve an area in which you have NOT had personal experience at the University of Miami.**

1	2	3	4	5
Highly Satisfactory	Reasonably Satisfactory	Cannot Say	Somewhat Unsatisfactory	Very Unsatisfactory

10. **Assistance in career planning.**
11. **Assistance in selecting and changing your major.**
12. **Assistance in selecting courses in your own major.**
13. **Assistance in selecting courses in areas other than your major.**
14. **Assistance in selecting and scheduling courses during registration.**
15. **Assistance in completing graduation requirements and academic requirements other than course scheduling.**
16. **Assistance in planning for college expenses.**
17. **Availability of faculty members for consultation in faculty offices.**
18. **Your progress toward your academic goals at U. M.**
19. **Your progress toward your career goals.**
20. **Please write your major in the line below.**

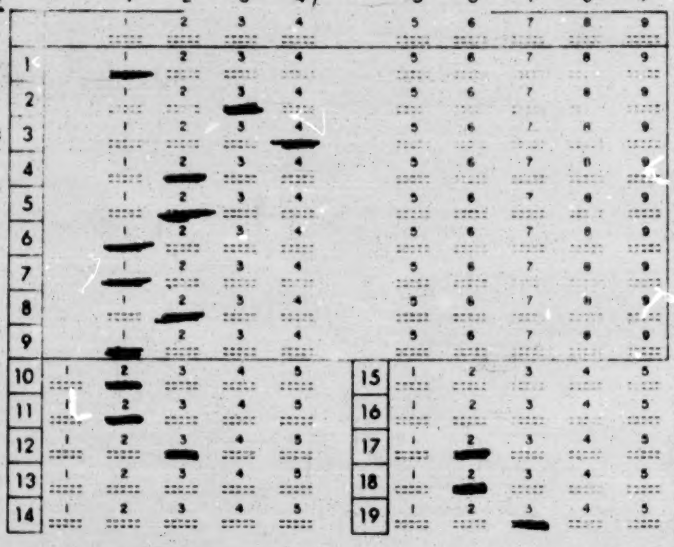
Hm

12/72

SURVEY OF STUDENT EXTRACURRICULAR LIFE AT THE UNIVERSITY OF MIAMI DURING THE SPRING OF 1973

PLEASE USE PENCIL
PLACE FIRST ANSWER OPPOSITE ARROW →

ANSWER BELOW BY BLACKING IN BETWEEN DOTTED LINES



1. Academic Status and Sex: 1-Full time and Male 2-Part time and Male 3-Full time and Female 4-Part time and Female
2. High School: 1-Dade County 2-Other Florida County 3-New York 4-New Jersey 5-Pen. 6-New England 7-Wisconsin,Michigan,Ohio, Indiana,Illinois 8-Other State 9-Not in U.S.A.
3. U.M. Academic Level: 1-Freshman 2-Sophomore 3-Junior 4-Senior(graduating in 1973) 5-Senior(not graduating in 1973) 6-Graduate student 7-Law student 8-Non-degree student
4. U.M. School: 1-General Study or Undecided 2-Arts & Sciences 3-Business 4-Education 5-Engineering 6-Music 7-Nursing 8-Law 9-Continuing Education or Evening Division
5. Local Residence: (1)Live off-campus(and a resident of Dade County before attending U.M.) (2)Live off-campus(and not a resident of Dade County before attending U.M.) (3)Mahoney Hall (4)Pearson Hall (5)Eaton Hall (6)1968 Dorm (7)960 Dorm (8)U.M. apartments (9)Fraternity House
6. Do you have access to the use of an automobile while at U.M.? 1-Yes 2-No
7. Are you 21 years of age or older? 1-Yes 2-No
8. How much concern, if any, do you have about your continued ability to finance tuition and living expenses? 1-A great deal of concern 2-Some concern 3-No concern
9. Do you plan to continue at the University of Miami for Fall Semester of 1973? 1-Almost surely will 2-Probably will 3-Undecided 4-Probably will not 5-Almost surely will not

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FILL IN BETWEEN THE DOTTED LINES IN THE ANSWER SECTION (ABOVE RIGHT) THE NUMBER WHICH BEST APPLIES TO YOUR RATING OF YOUR SATISFACTION WITH THE FOLLOWING ASPECTS OF STUDENT EXTRACURRICULAR LIFE AT U.M. PLEASE OMIT ITEMS WHICH INVOLVE AN AREA IN WHICH YOU HAVE NOT HAD PERSONAL EXPERIENCE AT THE UNIVERSITY OF MIAMI.

1	2	3	4	5
Highly Satisfactory	Reasonably Satisfactory	Cannot Say	Somewhat Unsatisfactory	Very Unsatisfactory

10. The friendliness of U.M. students toward other U.M. students:
11. The degree of faculty involvement with students outside of class:
12. The sensitivity of the administration to student needs:
13. The social environment in the residence halls:
14. Suitability of residence halls for study and other academic pursuits:
15. Student relationships with residence hall staff:
16. Your compatability with your roommate(s) or suitemates
17. Opportunities for entertainment and recreation on the U.M. campus:
18. Opportunities for entertainment and recreation off the U.M. campus:
19. Opportunities for participation in student organizations (on campus):
20. Please list below any additional areas of extracurricular life which you feel should be considered for future research (use back if necessary) None

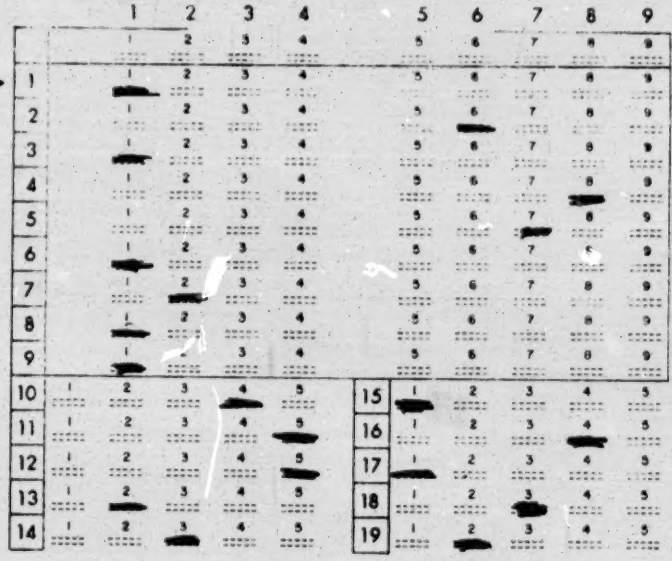
21. If you feel that you will not return to U.M. in the Fall of 1973, for reasons other than graduation, please give your major reason or reasons as concisely as possible (use back if necessary)

IBM 1231

SURVEY OF SELECTED STUDENT SERVICES AT THE UNIVERSITY OF MIAMI DURING THE SPRING SEMESTER OF 1973

PLEASE USE PENCIL.
PLACE FIRST ANSWER OPPOSITE ARROW

ANSWER BELOW BY BLACKING IN BETWEEN DOTTED LINES



1. Academic Status and Sex: 1-Full time and Male 2-Part time and Male 3-Full time and Female 4-Part time and Female
2. High School: 1-Dade County 2-Other Florida County 3-New York 4-New Jersey 5-Penn. 6-New England 7-Wisconsin,Michigan,Onio, Indiana,Illinois 8-Other State 9-Not in U.S.A.
3. U.M. Academic Level: 1-Freshman 2-Sophomore 3-Junior 4-Senior(graduating in 1973) 5-Senior(not graduating in 1973) 6-Graduate student 7-Law student 8-Non-degree student
4. U.M. School: 1-General Study or Undecided 2-Arts & Sciences 3-Business 4-Education 5-Engineering 6-Music 7-Nursing 8-Law 9-Continuing Education or Evening Division
5. Local Residence: (1)Live off-campus(and a resident of Dade County before attending U.M.) (2)Live off-campus(and not a resident of Dade County before attending U.M.) (3)Mahoney Hall (4)Pearson Hall (5)Eaton Hall (6)1968 Dorm (7)960 Dorm (8)U.M. apartments (9)Fraternity House
6. Do you have access to the use of an automobile while at U.M.? 1-Yes 2-No
7. Are you 21 years of age or older? 1-Yes 2-No
8. How much concern, if any, do you have about your continued ability to finance tuition and living expenses? 1-A great deal of concern 2-Some concern 3-No concern
9. Do you plan to continue at the University of Miami for Fall Semester of 1973? 1-Almost surely will 2-Probably will 3-Undecided 4-Probably will not 5-Almost surely will not

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FILL IN BETWEEN THE DOTTED LINES IN THE ANSWER SECTION (ABOVE RIGHT) THE NUMBER WHICH BEST APPLIES TO YOUR RATING OF THE ADEQUACY OF THE FOLLOWING STUDENT SERVICES AT U.M. PLEASE OMIT ITEMS WHICH INVOLVE A SERVICE WITH WHICH YOU HAVE NOT HAD EXPERIENCE AT U.M.

1	2	3	4	5
Highly Adquate	Somewhat Adequate	No Opinion	Somewhat Inadequate	Highly Inadequate

10. U.M. Cafeteria Services
11. U.M. Inter-Collegiate athletics (eg. football, baseball, swimming, tennis)
12. U.M. Health Center Services
13. U.M. Guidance Center Services (eg. psychological consultation; testing; reading; hearing and speech clinics)
14. U.M. registration for courses (at beginning of each semester in Richter Library)
15. U.M. Library Services
16. U.M. Security Services
17. U.M. Student Communication Media (eg. Hurricane, WVUM)
18. U.M. Commuter Student Services
19. Availability of information concerning existence of U.M. Services
20. Please list additional student services which you think should be offered by the university:(use back if necessary) _____

_____

_____

21. If you feel that you will not return to U.M. in the Fall of 1973, for reasons other than graduation, please give your major reason or reasons as concisely as possible (use back if necessary) _____

_____

_____

Table I

Area of Student Life Which are Related to Retention at $p \leq .05$

	% Dissatisfaction or Inadequacy (Somewhat or Very)			Leaving % Minus Returning %	Probability of Chance Diff.	Contingency Coefficient	Sample Size	Sample Description
	Entire Group	Stds. Leaving	Stds. Returning					
1. Your Progress Toward Your Academic Goals at U.M.	25%	45%	16%	29%	$p < .001$	.285	488	Fresh., Soph.,Jr.
2. Your Progress Toward Your Career Goals	26%	47%	18%	29%	$p < .001$	.285	392	Fresh., Soph.,Jr.
3. I Would Rate The Quality of Instruction by the U.M. Faculty with Whom I am Taking or Have Taken Courses as	23%	38%	18%	20%	$p < .001$	.192	520	Fresh., Soph.,Jr.
4. Availability of Faculty Members for Consultation in Faculty Offices	29%	43%	24%	19%	$p < .001$	.185	423	Fresh., Soph.,Jr.
5. Assistance in Planning for College Expenses	43%	59%	38%	21%	$p < .01$	.181	265	Fresh., Soph.,Jr.
6. Assistance in Career Planning	47%	60%	41%	19%	$p < .01$	.161	277	Fresh., Soph.,Jr.
7. U.M. Inter-Collegiate Athletics	19%	38%	16%	22%	$p < .02$	.159	231	Fresh., Soph.,Jr.
8. U.M. Student Communication Media (eg. Hurricane, WVUM)	23%	40%	21%	19%	$p < .01$	.155	314	Fresh., Soph.,Jr.

Table I

Area of Student Life Which are Related to Retention at $p \leq .05$

	% Dissatisfaction or Inadequacy (Somewhat or Very)			Leaving % Minus Returning %	Probability of Chance Diff.	Contingency Coefficient	Sample Size	Sample Description
	Entire Group	Stds. Leaving	Stds. Returning					
9. The Social Environment in the Residence Halls	63%	79%	60%	19%	$p < .05$	.146	174	Fresh., Soph., Jrs. in Residence Halls
10. I Would Rate my Courses (Collectively) at U.M. as	22%	32%	19%	13%	$p < .01$	.126	519	Fresh., Soph., Jrs.
11. The Degree of Faculty Involvement With Students Outside of Class	57%	73%	55%	18%	$p < .05$	.125	288	Fresh., Soph., Jrs.
12. Assistance in Selecting Courses in Your Own Major	37%	46%	33%	13%	$p < .01$	.119	503	Fresh., Soph., Jrs.
13. Assistance in Selecting Courses in Areas Other Than Your Own Major	50%	59%	46%	13%	$p < .02$	.119	429	Fresh., Soph., Jrs.
14. The Friendliness of U.M. Students Toward Other U.M. Students	45%	59%	43%	16%	$p < .05$	.113	350	Fresh., Soph., Jrs.

Table II (continued)

Areas of Student Life Which are not Related to Retention at $\leq .05$

	Dissatisfaction for Entire Group	Probability of Chance Difference	Sample Description
1. Assistance in Completing Graduation Requirements, etc. and Academic Requirements Other Than Course Scheduling.	46%	$p < .07$	Freshmen, Sophomores, Juniors
2. U.M. Health Center Services	41%	$p < .10$	Freshmen, Sophomores, Juniors
3. U.M. Guidance Center	39%	$p < .10$	Freshmen, Sophomores, Juniors
4. U.M. Registration for Courses	55%	$p < .10$	Freshmen, Sophomores, Juniors
5. Availability of Information Concerning Existence of U.M. Services	63%	$p < .10$	Freshmen, Sophomores, Juniors
6. Assistance in Selecting and Changing Your Major	43%	$p < .15$	Freshmen, Sophomores, Juniors
7. The Sensitivity of the Administration to Student Needs	81%	$p < .20$	Freshmen, Sophomores, Juniors
8. Suitability of Residence Halls for Study and Other Academic Pursuits	64%	$p < .20$	Freshmen, Sophomores, Juniors in Residence Halls
9. Student Relationships with Residence Hall Staff	40%	$p < .20$	Freshmen, Sophomores, Juniors in Residence Halls
10. How Much Concern if any Do you Have About Your Continued Ability to Finance Tuition and Living Expenses	64%	$p < .30$	Freshmen, Sophomores, Juniors
11. Opportunities for Entertainment and Recreation <u>off</u> Campus	28%	$p < .50$	Freshmen, Sophomores, Juniors

Table II (continued)

Areas of Student Life Which are not Related to Retention at $\leq .05$

	Dissatisfaction for Entire Group	Probability of Chance Difference	Sample Description
12. Opportunities for Participation in Student Organizations (on campus)	29%	$p < .50$	Freshmen, Sophomores, Juniors
13. U.M. Cafeteria Services	40%	$p < .50$	Freshmen, Sophomores, Juniors
14. Your Compatability with your Roomate(s) or Suitemates.	16%	$p < .70$	Freshmen, Sophomores, Juniors in Residence Halls
15. Opportunities for Entertainment and Recreation on Campus.	49%	$p < .70$	Freshmen, Sophomores, Juniors
16. U.M. Library Services	15%	$p < .70$	Freshmen, Sophomores, Juniors
17. U.M. Security Services	36%	$p < .70$	Freshmen, Sophomores, Juniors
18. I Would Rate the Academic Advising I Have Received at U.M. as:	43%	$p < .90$	Freshmen, Sophomores, Juniors
19. U.M. Commuter Student Services	71%	$p < .90$	Freshmen, Sophomores, Juniors Commuter Students